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ABSTRACT

Nine chapters present cutting-edge research on "brainsex" and its effects on personality, education, and choice. It targets concepts such as job attributes, work flexibility, long-term life planning, home-work conflict, prestige versus occupational interest, and intrinsic motivational mechanisms to explain the relative failure of intervention policies. "Brainsex and Occupation" (Ernest Govier) discusses hereditary endowment; environment from conception; and physiological factors after birth, especially the hormone system, that contribute to the shaping of the individual and explores relationships between these factors and choice of occupation. "Gender and Subject Choice in Secondary Education" (Ann Colley) examines the content of stereotypes of male and female attributes and behavior and how they are internalized; explores the gender stereotyping of school subjects; and presents results of studies of strategies designed to moderate the effects of gender stereotyping on choice and attainment. "Using Stereotypes to Dispel Negative Perceptions of Careers in Science and Technology (Pauline Lightbody, Alan Durndell) relates women's low choice of sciences and technology to the career aspirations of school children, which involve their views of what they are and what they can do and of the nature of subjects and careers. "The Ratio of Male to Female Undergraduates" (Leonard Holdstock) establishes the fact of sex segregation among undergraduate students in academic subjects; explores theoretical reasons to account for the differences; and examines whether social or political initiatives can alter the current situation. "Entering Higher Education: Older Students' Constructions of Self as Learners" (Estelle King) suggests older women seek a match between the way they see themselves and the way they see the various possibilities before them. "Gender Issues in Employment Selection" (Neil Scott, Paul Creighton) shows that, despite legislation and an undoubted change in practice, gender factors can still influence selection. "Choice: Can We Choose It?" (Pauline Anderson) presents educational and occupational choice as a complex interaction of factors that

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affect women and men in different ways and at every point of "choice" in the decision-making process. "An Equal Chance to Succeed?" (Viki Holton) discusses reasons for the very few women who are senior managers and the attempts to alter this. "Why Can't a Woman Be More Like a Man, or Vice Versa?" (John Radford) argues that individuals differ along a bundle of traits that can be approximately characterized as "male" and "female" and that much the same applies to subjects for study and to occupations. It finds men tend to gravitate toward the "male" end of the spectrum and women to the "female" end, but no sound reasons in terms of ability or any factor exclude either group from any opportunity. An index is appended. (YLB)

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